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## ABSTRACT

The study examined relationships between children's mastery motivation, self-assessment of performance, and task-related help-seeking behavior during task performance. A total of 79 average-achieving black elementary school students in the third- and fifth-grades, who varied in mastery motivation, performed a multi-trial verbal task and were given the opportunity to seek help on each trial after making a tentative response and assessing their performance by rating their confidence in the correctness of the response. A response-contingent payoff system was implemented to encourage children to restrict their help-seeking to those instances in which they perceived that they could not make a correct response without assistance. As predicted, children's self-assessments of performance, regardless of their accuracy, appeared to influence help-seeking more than the actual performance outcomes. Neither children's self-assessments of performance nor their overall rate of help-seeking varied with level of measured mastery motivation. However, the type of help sought did vary as expected with mastery motivation. Differences in motivational orientation influenced requests for help only when children perceived their initial solutions to be incorrect. These findings are discussed in the context of the analyses of help-seeking as an instrumental learning and achievement strategy. Implications for analyses of black children's achievement styles are highlighted. (RH)

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## **Cognitive-Motivational Influences on the Task-Related Help-Seeking Behavior of Black Children**

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### Abstract

The present study examined the relationship between children's mastery motivation, self-assessment of performance and task-related help-seeking behavior during task performance. Average-achieving Black American children, varying in mastery motivation as measured by subscales of the Harter's Intrinsic-Extrinsic Orientation in the Classroom Scale, performed a multi-trial verbal task and were given the opportunity to seek help on each trial after making a tentative response and assessing their performance by rating their confidence in the correctness of the response. A response-contingent payoff system was implemented to encourage children to restrict their help seeking to those instances in which they perceived that they could not make a correct response without assistance. As predicted children's self-assessments of performance, regardless of their accuracy, appeared to influence help-seeking more than the actual performance outcomes. Neither children's self-assessments of performance nor their overall rate of help-seeking varied with level of measured mastery motivation. However, the type of help sought did vary as expected with mastery motivation. Children characterized by high intrinsic orientations toward independent mastery in academic achievement contexts sought indirect help (i.e., hints) more often than they sought direct help (i.e., answers) whereas children characterized by low intrinsic orientations toward independent mastery showed no preference. These differences in motivational orientation influenced requests for help only when children perceived their initial solutions to be incorrect. These findings are discussed in the context of the analyses of help-seeking as an instrumental learning and achievement strategy. The implications of the findings for analyses of Black children's achievement styles are highlighted.

### Cognitive-Motivational Influences on the Task-Related Help-seeking Behavior of Black Children

Many scholars consider the ability to utilize adults and peers appropriately as resources to cope with difficulties encountered in learning situations to be one of the most important skills children can cultivate (Anderson & Messick, 1974; Nelson-Le Gall, 1981; 1985). In spite of the adaptive role it may play in learning and problem-solving, help-seeking has more often been examined as dependency behavior in studies of socialization and personality development (e.g. Fischer & Torney, 1976; Sears, Maccoby, & Levin, 1957; Yando, Seltz, & Zigler, 1979). In addition, researchers studying children's achievement motivation (e.g. Winterbottom, 1958) have treated help-seeking as being incompatible with self-reliance and achievement, and have tended to consider only the costs of seeking help for the evaluation of independent performance rather than the costs of not seeking help for the acquisition and mastery of skills--outcomes of achievement activity which do not necessarily follow from independent performance of tasks.

The investigation of help-seeking behavior in problem-solving settings is of particular interest in the case of Black children from families below the middle socioeconomic strata of American society. The achievement behavior of these children has often been characterized as deviant and/or deficient. As documented by numerous scholars (e.g., Banks, McQuarter, & Hubbard, 1979; Washington, 1982) a common portrayal of these children, by both researchers and educators, is of children who are not intrinsically motivated to learn and who lack the independence, confidence, curiosity, and persistence necessary for problem-solving and mastery. Help-seeking used instrumentally as a problem-solving strategy, however, requires that the child be active in identifying problems. Furthermore, it requires that the child take and retain responsibility for overcoming obstacles to achievement of goals, and take the initiative to target and make contact with the potential helper. These behaviors would not be expected to be readily forthcoming from a passive, underconfident, and uninterested child. Hence, consideration of help-seeking as a behavior in its own right, rather than merely as an index of a global personality trait (i.e., dependency) should provide more useful information about the range of these children's achievement behaviors in academic learning and problem-solving settings.

The purpose of the present study was to examine the role of cognitive and motivational influences on Black children's use of help-seeking as an achievement strategy. One cognitive factor that plays a major role in seeking help is the awareness of the need for help. In conceptualizing help-seeking as an

intentional act that can be instrumental to learning and achievement (e.g., Ames, 1983; Murphy, 1962; Nelson-Le Gall, 1981) it becomes important that it be the individual who makes the assessment of the need for help (i.e., decide that his or her own available, personal resources are not sufficient to solve a given problem successfully). Determining the need for help entails evaluation of one's performance and knowledge state as well as of the task requirements. The developmental literature on metacognition and learning (see Brown, Bransford, Ferrara, & Campione, 1983 for a review) suggests that the ability to assess one's knowledge state and proficiency in monitoring and evaluating one's performance increase with age across early and middle childhood. Older as opposed to younger children appear to make more complete surveys of what they do and do not know and of what can be inferred from what they do know. If children have some awareness of the extent of their internal resources and are monitoring their task performance well enough to detect difficulties, they are in a relatively good position to utilize help seeking as a strategy to enable themselves to solve encountered problems. Self-assessment of performance, then, can serve as a basis for establishing the perceived necessity of help-seeking.

In addition to cognitive factors such as self-assessments of knowledge state and performance, motivational orientations toward learning and performance in achievement settings are thought to influence the use of help-seeking as a problem-solving strategy (e.g., Ames, 1983; Nelson-Le Gall, 1985). For example, Nelson-Le Gall (1981; 1985) has noted that help-seeking may serve multiple purposes. The child's primary goal in seeking help may be merely task completion, without comprehension of mastery as an objective, or it may be to avoid criticism from an agent of evaluation. Alternatively, help may be sought to increase the child's mastery in current and future learning tasks. These distinctions between goals map onto distinctions made by achievement motivation theorists, who describe individual differences in children's achievement goals and orientations as indicators of how children will cope with difficulty in learning and problem solving (e.g., Dweck & Elliott, 1983; Harter, 1981). Children whose achievement-orientation can be said to be mastery-oriented will usually adopt learning goals (Dweck & Elliott, 1983), show more preference for challenging tasks, evidence greater curiosity and interest in problem-solving and learning contexts, and strive toward independent mastery in their undertakings to a greater degree than will children who are performance-oriented (Harter, 1981). Children who are characterized by mastery-orientation in achievement contexts focus their attention on formulating strategies to overcome obstacles to the mastery of tasks. Thus, the mastery-oriented use of help-seeking would dictate seeking help that allows children to acquire an understanding and mastery of the problem and its solution that can increase the probability of their solving similar problems in the future for themselves.

In the present study, Black children's perceptions of their task performance and their help-seeking behavior under different self-assessments of performance were examined. The child's self-assessment of task performance, measured as confidence in the correctness of responses, was taken as an indicator of the perception of the need for help. Obtaining ratings of confidence in the correctness of responses is a reliable method of ascertaining children's knowledge about what they do and do not know in a particular domain of performance (Brown, 1978). Self-assessment was expected to be more important than the objective correctness of performance as a determinant of help-seeking. Children should be less likely to seek help when they feel their performance has been successful than when they perceive themselves to have performed unsuccessfully.

In addition, individual differences in achievement motivation in terms of mastery motivation (Harter, 1981) were examined for their relationship to preferences for different forms of help. When children perceive their task performance as competent, no difference in preferences for different types of help was expected among children with different motivational orientations. It was expected that individual differences in intrinsic orientation to academic learning and mastery would be associated with preferences for different types of help when children perceive their performance as less than competent. Help that is indirect and that enables the help-seeker to retain responsibility for achieving the solution to the problem can be seen as instrumental to mastery and skill acquisition. In contrast, direct help that permits the helper to solve the problem without the active involvement of the seeker may be detrimental to the development of mastery and skill, and may even lead to dependency on external resources. In the present study the type of help available by request was varied. Children high in intrinsic motivational orientation were expected to prefer indirect help (i.e., hints) to direct help (i.e., direct answers) to a greater degree than would children low in intrinsic orientation to learning and mastery in academic achievement settings.

Finally, age differences were expected in children's use of help-seeking as a problem-solving strategy and in preferences for direct and indirect help (e.g., Nelson-Le Gall, 1987). Around the age of 7 to 9 years, children become increasingly concerned with evaluating their own performance (Dweck & Elliott, 1983). Also at this time children's ability to detect gaps in their knowledge or understanding that can pose the need for help in problem-solving situations increases, although use of this awareness to mediate problem solving may not occur until the end of middle childhood, that is until the 10-12 years of age (Brown et al., 1983). Because they are relatively more skillful than younger children in filling in gaps in

their knowledge by making appropriate inferences from available knowledge (e.g., Swanson, 1985) and because they have had more experience with academic contexts in which getting direct help such as answers to problems may be regarded as copying or cheating, it was expected that older children would request indirect help more often than direct help in comparison to younger children.

## Methods

### Subjects

Seventy-nine third and fifth grade Black American children attending local elementary schools participated as subjects in this study. There were 34 third grade children (10 boys and 24 girls) and 45 fifth grade children (20 boys and 25 girls) in the sample. Children were from working-class and lower class backgrounds by school administrator's report. Data on children's academic achievement, as measured by the most recent standardized California Achievement Test (CAT) reading scores in their school records, indicated that participating children were of average achievement (i.e., achievement stanine levels 4-6). Written parental consent was obtained for each child participating in the study.

### Assessment of Motivational Orientation and Assignment to Groups

Two weeks prior to collection of data on their help-seeking behavior, participating children received group administration of a measure of mastery motivation. The motivational subscales of Harter's (1981) Intrinsic Versus Extrinsic Orientation in the Classroom Scale were used to measure children's motivational orientation toward learning and mastery. Children's scores on only two of the motivational subscales, namely the "Curiosity/Interest" (CI) and the "Independent Mastery" (IM) were taken. The decision not to include the third motivational subscale (i.e., Preference for Challenge) was based on the fact that the present study was not intended to yield data about children's choice of tasks to perform; rather the focus was on individual differences in children's preferences for different strategies (i.e., different levels of assistance or no assistance at all) for performing a given task. Table 1 presents the mean Curiosity/Interest and Independent Mastery scores for girls and boys at each grade level. Scores on each of these subscales have a possible range of 1.00 (low intrinsic orientation to academic learning and mastery) to 4.00 (high intrinsic orientation to academic learning and mastery). There were no significant differences between the mean scores of boys and girls on either measure ( $t_s < 1$ ).

Children's scores on the Curiosity/Interest and the Independent Mastery measures were used to create low and high motivational groups at each grade level. Children's scores on each subscale were standardized within grade level. Cutting scores were made on each subscale separately so as not to

mask subscale differences in motivational orientation. Children were divided into four motivational orientation groups based upon their standardized scores on each subscale being less than (low) or greater than (high) 0. The number of children in each of the four groups was as follows: low IM/low CI (21), low IM/high CI (17), high IM/low CI (15), and high IM/high CI (26).

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Insert Table 1 about here  
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### **Help-seeking Measures and Confidence Ratings**

With consultation from an educational researcher with expertise in the area of vocabulary skills, vocabulary items were chosen based upon their frequency of occurrence in texts and other literature intended for the grade levels of the subjects. A final group of test items of sixteen moderately difficult words were selected separately for each grade level. The frequency with which help was sought in the form of either a hint or a direct answer before making a final response across the 16 test items provided measures of children's help-seeking behavior and help preferences. A 7-point certainty rating scale was constructed to assess children's sureness that responses that they gave were correct. The rating scale depicted faces of increasing size representing ratings from 1, "very unsure- it's probably wrong" (small, unhappy face) to 7, "very sure, it's correct" (large, happy face).

### **Procedure**

Two black female adults, blind to the children's responses on the mastery motivation measure, administered the word task. Individual children were escorted from their classrooms by an experimenter to a quiet room in the school building. Children were told that the experimenter was testing a game designed to teach children the meaning of words and that their participation was needed to help the experimenter choose the best words to include for children their age. Children were also told that their class would receive a gift and that they could help their class earn a nice gift by trying to answer all items correctly that they would be presented in the game. Children were seated at a table and familiarized with the certainty rating scale. Each representation on the rating scale was explained by the experimenter and then the children answered questions designed to elicit their understanding of how to use the scale to indicate their confidence in the correctness of their responses. For example, children were asked, "How sure are you that your name is (child's name)?" After children demonstrated their understanding of the certainty rating scale they received instructions for doing the word task.

In the word task, children were presented with 16 words one at a time and asked to identify the

meaning by selecting from a list of alternatives that word which most closely matched the target word in meaning. Each target word and the list of alternatives were presented on a separate sheet of paper. Children were told they had two chances to give the correct response for each word. They were instructed to write down a tentative response to each item. For each tentative response, the children marked a face on the rating scale to indicate how sure they were that the response given was correct. After each item children received the options of giving the tentative response to the experimenter as the final solution, or asking for help with the item and then accepting or rejecting that help, and still providing a final solution. The children were always obliged to give the experimenter a final response. The child's initial and final responses were both recorded by the experimenter.

The study manipulated the type of help children received in response to their requests. As part of the orientation to the task, the children were told that the experimenter could not help, but that another child at their grade level who did very well at the task left his/her own answers and also some hints (i.e., target word used in a sentence) to the correct response. The "helper" child was referred to as a boy for male subjects and as a girl for female subjects. Children were told that they could see the answers or hints if they wanted help.

During the orientation to the task, the children learned how to earn the prize tokens that would later be exchanged along with those of their classmates for the class gift. A response contingency reward system was implemented and explained to children to encourage them to seek help only when they perceived it to be absolutely necessary (i.e., when the correct response was unknown). Children earned two prize tokens when they requested no help and gave a correct final response. Children earned one prize token when they requested either an answer or a hint and gave a correct final response. Children did not earn prize tokens for giving an incorrect final response. All children appeared to understand readily the task instructions and the goal of trying to accumulate as many prize tokens as possible to insure a nicer gift for their class.

The children were asked to record their final response for each word on a second slip and to fold and place it in a "solution box," with the other children's responses. The box, however, contained only blank slips of paper. The experimenter also recorded what form of help, if any, was requested. Children were then debriefed, praised for their cooperation and escorted back to their classrooms.

## Results

The goal to construct separate sets of items for younger and older children that would be functionally equivalent in difficulty was met. Overall, third and fifth graders answered the same mean number of items correctly (8.7 vs. 8.9). A mean certainty rating for correct and incorrect items was calculated for each child. These mean ratings were analyzed by a 2(Grade) x 2 (Sex) x 4(Motivation Group) x 2(Item Correctness) analysis of covariance (ANCOVA) with repeated measures on the last factor, and achievement stanine as the covariate. The only effect found to be significant in this analysis was the main effect for Item Correctness. The mean certainty rating for correct items (5.25) was higher than that for incorrect items (4.10),  $F(1,71) = 33.14$ ,  $p < .0001$ .

### Self-Assessment and Rate of Help-Seeking

Preliminary examination of the data indicated no significant effects for sex<sub>1</sub>; therefore, data were pooled across this variable for subsequent analyses. Table 2 presents children's help seeking responses across the 16 items for each of the Self-Assessment x Item Correctness categories. Children's rate of help-seeking was expected to vary both with self-assessment and with item correctness such that help would be sought more frequently when children perceived their responses to be wrong or when responses were actually wrong than when they perceived their responses to be correct, or responses were actually correct. However, it was predicted that self-assessments would be a stronger determinant of help-seeking than item correctness would be. In order to test these predictions, certainty ratings of 7, 6, and 5 were taken as perceptions that a correct response had been made to the item; ratings of 1, 2, 3, and 4 were taken as perceptions that the response was probably wrong. The proportion of items within each self-assessment category for which help was sought was calculated for each child. Similarly, help-seeking rates were calculated for each item correctness category. Proportions were used since the frequency of responses classified in each of the four categories could vary by subject. These proportions were then subjected to arc sine transformations and the transformed data used in *T*-tests of the planned comparisons. Children were found to seek help more frequently with items they perceived to be wrong ( $M = .81$ ) than with those perceived to be correct ( $M = .18$ ),  $t(78) = 10.99$ ,  $p < .0001$ ; estimated  $w^2(\omega) = .43$ . Similarly, help was sought more frequently for actual wrong items ( $M = .56$ ) than for actual correct items ( $M = .28$ ),  $t(78) = 7.46$ ,  $p < .0001$ ; estimated  $w^2 = .26$ . As predicted, self-assessment accounted for more of the variance in rates of help-seeking than did item correctness.

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Insert Table 2 about here  
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### Motivational Orientation and Type of Help Requested

It was predicted that preference for indirect versus direct help as a problem-solving strategy would be a function of children's motivational orientation toward academic learning and mastery. In order to test this prediction the proportion of answers and hints requested across the 16 items was calculated for each child. Because scores were proportions, arc sine transformations of the data were performed. These transformed data were analyzed in a 2(Grade)  $\times$  4(Motivation Group)  $\times$  2(Self-Assessment)  $\times$  2(Helptype) analysis of covariance, in which the last two factors were within-subjects variables and achievement stanine was the covariate. *A priori* contrasts were conducted to test hypotheses of interest.

There was no significant effect for achievement as a covariate,  $F(1,70)=2.84$ ,  $p=.10$ . As reported in the previous section children sought help more often when they perceived their responses to be wrong than when they perceived their responses to be correct. Significant main effects were found also for Grade,  $F(1,70) = 8.25$ ,  $p<.005$ ; and Helptype,  $F(1,71) = 10.52$ ,  $p<.002$ . Fifth graders ( $M = .10$ ) sought more help than did third graders ( $M = .07$ ). Also, children overall tended to seek help more often in the form of hints ( $M = .11$ ) than in the form of answers ( $M = .05$ ). As predicted, significant interactions for Grade  $\times$  Helptype,  $F(1,71) = 9.95$ ,  $p<.005$ ; and for Motivation Group  $\times$  Self-Assessment  $\times$  Helptype,  $F(3,71) = 3.87$ ,  $p<.02$ ; were found. Fifth graders showed a clear preference for hints ( $M = .15$ ) over answers ( $M = .04$ ) whereas third graders showed no preference (hints  $M = .07$  vs answers  $M = .07$ ).

Simple effects test were performed on the Motivation Group  $\times$  Self-Assessment  $\times$  Helptype interaction. As predicted, the Motivation Group  $\times$  Helptype interaction was not significant for responses perceived to be correct,  $p>.20$ ; it was, however, significant for responses perceived to be wrong,  $p<.02$ . This significant Motivation Group  $\times$  Helptype interaction for perceived wrong responses is presented in Figure 1. As can be seen in Figure 1, the proportion of hints sought did not differ from the proportion of answers sought by either of the two groups of low IM children. In contrast, the high IM groups tended to request help more often in the form of hints than in the form of answers when they perceived their responses to be incorrect. Planned comparisons of the effects of motivational orientation on the preference for hints over answers indicated that the observed difference in requests for hints versus answers was significant for both high IM groups only ( $ps<.005$ ).

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Insert Figure 1 about here  
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## Discussion

The aims of this study were two-fold: to examine the relationship between children's assessment of their need for help and the tendency to seek task-related help in achievement settings, and to explore age- and motivation-related patterns in Black children's use of help-seeking as a problem-solving strategy. The results of the present study confirm the significance of obtaining self-assessments of need in understanding children's use of help-seeking as an alternative means of goal accomplishment. The findings also document the existence of important age-related differences and individual differences in the help-seeking behavior of average achieving, Black children.

As predicted, self-assessment of performance was an important determinant of children's decision to seek help, accounting for nearly one-half of the variance in rates of help seeking in comparison to the much smaller amount (one-quarter) of variance accounted for by objective correctness of performance. Children tended not to seek help when they perceived their responses to be correct. Yet, when children perceived their responses to be incorrect (i.e., when they perceived the need to arise), they were more likely than not to seek help. In the present study children were responsible for monitoring their own performance on an item-by-item basis. The use of cognitive strategies such as performance monitoring may increase the rate of help-seeking because the individual is thereby more likely to identify the need for help. This interpretation is supported by findings of studies (e.g. Karabenick, 1987) reporting that adult learners who use cognitive learning strategies (i.e., elaboration, planning, monitoring, self-regulation, and allocation of attention and study time) in response to perceived need are also more likely to seek help when required whereas learners who do not tend to employ such cognitive learning strategies are also less likely to seek the help they need. In sum, these results clearly support the utility of taking the help-seeker's assessment of need into account when making judgments about the necessity of help-seeking.

The results of greatest interest from the present study are those documenting important individual differences in the motivational orientation among this sample of average achieving Black children. As hypothesized, children characterized by high intrinsic orientation toward mastery and learning in academic achievement settings showed a clear preference for help that allowed them to figure out solutions for themselves as opposed to help that directly supplied a ready-made solution. In contrast, children characterized by low intrinsic orientation toward mastery showed no clear preference for one type of help over the other. That these differential preferences for type of help are manifestations of individual

differences in motivation becomes more evident when considering the nature of the situational performance incentives. In the present study a response-contingent reward system was implemented to encourage children to confine their requests for help to those instances in which they perceived it necessary to make a correct final response to an item. This payoff system might have affected children's overall rate of help seeking. However, because there was no differential payoff for correct solutions achieved with hints versus those achieved with direct answers, variations in the type of help requested cannot be attributed directly to this immediate situational influence. It is important to note that motivational orientation had no effect on the type of help sought when children requested help with items they perceive themselves to have answered correctly. It appears to be the adoption of learning and mastery goals in the face of failure that underlies the tendency to prefer hints to direct answers as help. Thus, it is more likely that differential preferences for the forms of help available in this study can be better explained by individual differences in achievement orientations and achievement goals that children brought to the task setting.

Consistent with other research findings on children's use of help seeking as a problem-solving strategy (Nelson-Le Gall & Glor-Schelb, 1985; Nelson-Le Gall, 1987), the results of the present study indicate that with increasing age children come to employ help-seeking as an alternative means of goal accomplishment. As expected, older children perceived the need for help more often and sought help accordingly. Also, older children clearly preferred to overcome difficulties in performing the task by seeking indirect help in the form of hints rather than by seeking direct help in the form of ready-made answers. In contrast, the younger children's help-seeking behavior did not evidence a clear preference for either form of help. Nevertheless, children overall sought indirect help more often than they did direct help and hence, demonstrated an active, coping style by assuming responsibility for arriving at the solution to the problems they perceived. The responses made by these children under conditions of perceived failure do not lend themselves to the general characterization of Black children as lacking in confidence and interest in achievement settings, but suggest instead the need to further explore the range of individual differences among Black children and the range of problem solving settings and tasks that engender and support Black children's active, confident, and goal-directed functioning (cf., Holliday, 1985; Rotheram & Phinney, 1987).

In conclusion, the present study has been fruitful in expanding the normative descriptions and understanding of Black children qua Black children. It furthers the appreciation of the heterogeneity

within the Black population. This research raises some intriguing questions about the patterns of individual differences among average-achieving Black children, and the relationships among these individual differences and their academic learning and achievement. For example, what are the interrelationships between individual differences in intrinsic orientation to mastery and learning, help-seeking, and school achievement (as measured both by classroom teachers and by standardized tests)? Because of the narrow range of achievement levels of children in this sample, the current study does not provide adequate data to explore these relationships. Also, it is interesting that the preference for hints over direct answers appeared to be more strongly associated with scores on the Independent Mastery subscale than with scores on the Curiosity/Interest scale. This pattern of findings may be a function of the specific problem-solving situation and/or task employed in the present study; hence, caution is advised in drawing generalizations in the absence of confirmatory evidence from additional, empirical studies. Larger samples of children with mixed motivational subscale profiles should be included in future studies to permit further assessment of the significance of these subscale differences for children's help-seeking behaviors. Additional studies in this area should broaden the age/grade levels examined to track the pattern of changes in the nature of these interrelationships associated with increasing age and school experience. Longitudinal studies of Black children from different SES groups and in a variety of classroom environments are also warranted. Finally, aspects of the self-system such as perceptions of academic and social competence, and of general self-esteem deserve attention in future studies in order to determine their influence on Black children's instrumental use of help-seeking in academic achievement settings.

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### Footnote

1.  $F$  values for main and interaction effects for subject's sex in the ANCOVA tests were  $<1$  and/or  $p$  values were  $>.10$ . The actual values for specific effects involving subject's sex in the full factorial ANCOVAs are available from the authors upon request.

**Table 1**  
**Motivational Orientation Subtest Scores by Grade and Sex**

| <i>Group and N</i> | <b>Curiosity/Interest(CI)</b> |           | <b>Independent Mastery(IM)</b> |           |
|--------------------|-------------------------------|-----------|--------------------------------|-----------|
|                    | <u>M</u>                      | <u>SD</u> | <u>M</u>                       | <u>SD</u> |
| <i>Grade 3(34)</i> |                               |           |                                |           |
| <i>Girls(24)</i>   | 2.74                          | 0.73      | 2.83                           | 0.59      |
| <i>Boys(10)</i>    | 2.85                          | 0.29      | 2.98                           | 0.75      |
| <i>Grade 5(45)</i> |                               |           |                                |           |
| <i>Girls(25)</i>   | 3.05                          | 0.50      | 2.83                           | 0.72      |
| <i>Boys(20)</i>    | 3.01                          | 0.69      | 3.00                           | 0.74      |

Table 2

Mean Help Seeking Responses Across the 16 Items  
by Self-Assessment and Item Correctness

| <i>Item Correctness</i> | Self-Assessment |           |          |           |
|-------------------------|-----------------|-----------|----------|-----------|
|                         | Correct         |           | Wrong    |           |
|                         | <u>M</u>        | <u>SD</u> | <u>M</u> | <u>SD</u> |
| <i>Correct</i>          |                 |           |          |           |
| <i>Help</i>             | 0.52            | 0.49      | 1.38     | 1.43      |
| <i>No Help</i>          | 6.01            | 5.03      | 0.90     | 1.04      |
| <i>Wrong</i>            |                 |           |          |           |
| <i>Help</i>             | 0.82            | 1.19      | 2.73     | 2.79      |
| <i>No Help</i>          | 2.28            | 1.50      | 1.36     | 1.06      |

### Figure Caption

Figure 1: Mean percentage of items perceived to be wrong for which hints or answers were sought as a function of motivation group.

